



L B NELSON ELEMENTARY

225 North Brickyard Road
Columbia, South Carolina 29223

GRADES PK-5 Elementary School

ENROLLMENT 613 Students

PRINCIPAL Martha Roberts 803-736-8730

SUPERINTENDENT Stephen W. Hefner, Ed.D. 803-738-3236

BOARD CHAIR William McCracken 803-469-8536



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
27	27	2	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Excellent	N/A
2003	Good	Below Average	Yes
2004	Good	Below Average	Yes

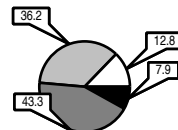
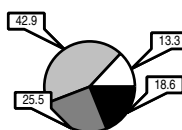
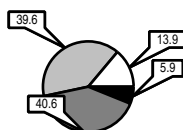
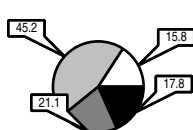
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	329	99.7	14.1	39.5	40.2	6.2	60.1	Yes	Yes
Gender									
Male	162	99.4	16.7	41.3	36.0	6.0	56.0		
Female	167	100.0	11.5	37.8	44.2	6.4	64.1		
Racial/Ethnic Group									
White	135	99.3	3.1	37.7	48.5	10.8	73.1	Yes	Yes
African-American	175	100.0	22.2	41.8	33.5	2.5	50.0	Yes	Yes
Asian/Pacific Islanders	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	290	99.7	10.4	40.3	42.9	6.3	63.8		
Disabled	39	100.0	39.5	34.2	21.1	5.3	34.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	329	99.7	14.1	39.5	40.2	6.2	60.1		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	324	99.7	13.6	39.4	40.7	6.3	60.9		
Socio-Economic Status									
Subsidized meals	120	100.0	26.2	43.0	29.9	0.9	41.1	Yes	Yes
Full-pay meals	208	99.5	7.5	37.7	45.7	9.0	70.4		

Mathematics - State Performance Objective = 15.5%									
All Students	329	100.0	16.6	44.6	21.2	17.6	51.8	Yes	Yes
Gender									
Male	162	100.0	15.9	48.3	19.2	16.6	46.4		
Female	167	100.0	17.3	41.0	23.1	18.6	57.1		
Racial/Ethnic Group									
White	135	100.0	6.9	38.2	26.0	29.0	64.9	Yes	Yes
African-American	175	100.0	25.9	50.6	16.5	7.0	39.2	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	290	100.0	14.1	43.5	22.3	20.1	56.1		
Disabled	39	100.0	34.2	52.6	13.2	0.0	21.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	329	100.0	16.6	44.6	21.2	17.6	51.8		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	324	100.0	16.5	44.2	21.5	17.8	52.5		
Socio-Economic Status									
Subsidized meals	120	100.0	31.8	48.6	14.0	5.6	29.9	Yes	Yes
Full-pay meals	208	100.0	8.5	42.5	25.0	24.0	63.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	102	98.0	10.8	39.8	45.2	4.3	49.5
	Grade 4	126	99.2	13.6	40.7	43.2	2.5	45.8
	Grade 5	117	100.0	22.8	49.1	25.4	2.6	28.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	102	100.0	7.8	34.3	45.1	12.7	57.8
	Grade 4	101	100.0	13.9	43.6	39.6	3.0	42.6
	Grade 5	126	99.2	20.8	44.8	32.0	2.4	34.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	102	100.0	11.6	55.8	17.9	14.7	32.6
	Grade 4	126	100.0	13.6	45.8	22.9	17.8	40.7
	Grade 5	117	100.0	14.9	34.2	34.2	16.7	50.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	102	100.0	16.7	51.0	17.6	14.7	32.4
	Grade 4	101	100.0	16.8	47.5	14.9	20.8	35.6
	Grade 5	126	100.0	18.3	38.1	27.0	16.7	43.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 613)				
First graders who attended full-day kindergarten	100.0%	N/C	99.3%	100.0%
Retention rate	0.8%	Down from 2.4%	2.1%	2.7%
Attendance rate	96.6%	Up from 96.2%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.8%		3.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.3%		3.2%	3.5%
Eligible for gifted and talented	34.7%	Up from 34.4%	23.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.0%	Down from 7.6%	7.2%	8.2%
Older than usual for grade	0.0%	N/A	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 47)				
Teachers with advanced degrees	61.7%	Down from 63.0%	55.3%	51.4%
Continuing contract teachers	74.5%	Down from 87.0%	88.9%	87.5%
Highly qualified teachers**	97.5%	N/A	94.7%	95.0%
Teachers with emergency or provisional certificates	5.0%		0.0%	0.0%
Teachers returning from previous year	86.7%	Down from 89.1%	88.6%	86.7%
Teacher attendance rate	95.0%	Up from 94.9%	95.2%	94.9%
Average teacher salary	\$40,994	Down 5.1%	\$42,270	\$40,760
Prof. development days/teacher	8.6 days	Up from 8.3 days	10.5 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.5	5.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 17.4 to 1	20.1 to 1	18.9 to 1
Prime instructional time	90.4%	Up from 89.7%	90.8%	90.0%
Dollars spent per pupil*	\$6,299	Down 5.6%	\$5,683	\$6,044
Percent of expenditures for teacher salaries*	67.3%	Up from 63.0%	67.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.4%	92.0%
Highly qualified teachers in high poverty schools**	95.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

A dynamic team of staff members and parent leaders at Lonnie B. Nelson Elementary was assembled to carefully examine the last five years of our school's progress and plan for the next five years. Our 2003-2004 goals included:

Addressing the needs of all students and families.

Finding ways to improve our continually "excellent" scores in a PACT environment that rates schools not only on actual scores, but also their ability to improve from year to year.

Our school has some incredible assets to leverage in meeting the challenge of the next five years. Our forty-year-old school has highly-motivated and trained teaching, support and administrative staffs, and maintains a well-equipped, attractive facility that rivals the newer elementary schools in the district. We also have very active parent leadership groups (Parent-Teacher Organization, LBN Foundation, and School Improvement Council) and plan to develop additional parental and community involvement to support each student's efforts to excel. Most importantly, we have a student body that is eager to remain a true "community of learners."

During the past year, LBN has initiated the following actions to meet our challenges:

Variety of instructional strategies to address varying student needs

After school tutoring and summer school offered in grades K-5

Parent University designed to bring teachers, students, and parents together for interactive classroom education

Enrichment programs for students scoring HIGH BASIC in PACT

Expanded Leadership Academy for 4th/5th grade boys and girls

Self-contained classroom at grade levels 4 and 5

Leveling for all curriculum in grades 4 and 5

With our new five-year improvement plan in place, we will constantly strive to deliver the exceptional education to our children that LBN parents have come to expect for four decades. We will build on our strengths, remain vigilant to our challenges, and never lower the expectations of excellence that have motivated our school to remain one of the best elementary schools in our district and state. As principal, I look forward to the continuation of the rich tradition of excellence that defines Lonnie B. Nelson Elementary School.

Martha Roberts, Principal

Amy Tolar, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	38	114	71
Percent satisfied with learning environment	81.1%	73.7%	76.5%
Percent satisfied with social and physical environment	81.6%	70.2%	68.6%
Percent satisfied with home-school relations	81.1%	77.2%	54.4%

*Only students at the highest elementary school grade level at this school and their parents were included.